MKTG 471—MARKETING MANAGEMENT

Emphasizes managerial aspects of marketing, including developing marketing strategies and plans, and integrating specific elements of marketing process. Emphasizes case analysis.

Summer 2013 • Session B01 • CRN 40332 • AB 2003 • 7:20-10:00pm Monday & Wednesday

COURSE OBJECTIVES

- Make sure, that as a GMU Marketing major, you are prepared upon graduation to seek your place in the business world—making a significant contribution to advance the profession, ethically represent your company, and satisfy customers. Also, to make your school proud and pay-it-forward by helping others.

- Explore how the role of marketing has changed from the last century (13 years ago) and how it is likely to change in the next few years and beyond. Build marketing application skills by examining the practices of real-world organizations.

- Send you out with an acceptable resume, interviewing techniques, an “Elevator Speech,” and the confidence to land that first or next job. You will be the product that you market.

- Span the contexts of product marketing, service marketing and idea marketing both for-profit and non-profit organizations, using the marketing mix and market-driven strategic planning, with emphasis on the role of technology.

- Develop marketing application abilities through teacher/student interaction and student/student collaboration to simulate the business-world dynamics of boss/employee and colleague/colleague interactions.
COURSE PREREQUISITES

“C” or higher in MKTG 301, MKTG 312, and MKTG 351; senior standing. Students who do not meet these requirements may be dropped from the course. If you have questions about this policy, please see an academic advisor in ENT 008.

TEXT


ASSURANCE OF LEARNING

Documenting the extent to which this course is responsible for adding to your competence in the discipline is a keystone issue for the School of Management. The overall measures used to determine the extent to which this course accomplishes this goal, is based on two exams, a team project’s oral presentation, out-of-class research of marketing professionals, resume creation, and class participation.

This course addresses the following Learning Goals of the School of Management…

1. **Our students will be competent in their discipline.**
   Discipline competence will be measured in this course using exams, presentations, in-class exercises, homework assignments, and class participation. Emphases will be placed on improving your understanding of the real world environment and better preparing you for a career in business. You will be encouraged to apply your existing marketing knowledge to real world business situations and issues. You are exposed to situations where it is necessary to integrate the various components of marketing into a cohesive, integrated marketing strategy.

2. **Our students will be aware of the uses of technology in business.**
   This course will require students to send and receive e-mail, access and navigate the Blackboard learning system, access and view streaming media, conduct online research, and create Word and PowerPoint project documents.

3. **Our students will be effective communicators.**
   This course requires all students to demonstrate their writing and speaking skills by composing and presenting assignments to the teacher and classmates. Students will also be graded on their oral and written presentations and class participation.

4. **Our students will have an interdisciplinary perspective.**
   Introductory marketing draws upon many sister disciplines including psychology, sociology, economics, public policy and regulation, law, accounting, finance, information systems, management, and statistics. This academic knowledge should be expanded beyond domestic implications and considerate of global situations.

5. **Our students will be knowledgeable about global business and trade.**
   The course content explores domestic and international marketing issues. The international portion is embedded in virtually every chapter and in many case studies. The team project involves analysis and comparison of two real companies’ domestic and international marketing strategy and practices.
6. **Our students will recognize the importance of ethical decisions.**
The team project involves analysis and comparison of two real world companies’ socially responsible and ethical marketing practices. Morals and ethics will be discussed, allowing students to articulate opinions about decisions & consequences and discuss in a respectful forum. The resume & Elevator Speech should demonstrate accuracy, passion and integrity.

7. **Our students will be knowledgeable about the legal environment of business.**
Legal issues are raised in various chapters. Major regulatory and legislative initiatives that affect marketing practices will be addressed in current events, lectures and class discussions.

8. **Our students will be knowledgeable about team dynamics and the characteristics of effective teams.**
You will be part of a group working on a project that requires you to conduct research and make recommendations. The team’s work requires communication, cooperation, leadership, decision-making, and group consensus building. Whether leading or following, listening is the key.

9. **Our students will understand the value of diversity in the context of business.**
Class discussions about market and consumer analysis will underscore group and individual differences based on language, age, geography, ethnicity, gender, and income. You will likely interact in class and in your team with a diverse range of students from various countries. Several lectures and case discussions will include contents about cultural diversity of consumers and managers, and how all fit into the ever-changing globalization of trade.

10. **Our students will be critical thinkers.**
Examinations, assignments and discussions requires students to understand, apply and synthesize a variety of marketing issues, concepts, approaches, and principles in a comprehensive, strategic approach. Discussions, assignments and the team project will necessitate rational explanations and defenses of actions advocated. You will also learn to quantitatively and qualitatively analyze financials and research facts in cases. Students will be challenged to answer questions and make decisions as a marketing practitioner as well as a consumer.

**Student Responsibilities**
For a summary of relevant university policies, see:
http://catalog.gmu.edu/content.php?catoid=17&navoid=1316 - Conduct
http://catalog.gmu.edu/content.php?catoid=17&navoid=1310 - Rights & Responsibilities

**My Expectations for You:** To arrive on time; be prepared; attentive; participate; stay the duration; and attend every class. You are all adults and will be treated as so. You will be treated as a marketing professional since you are one, will be one, or will interact with them. To be knowledgeable, inquisitive and interact respectfully with classmates, guests and me.

**Your Expectations for Me:** To arrive on time; be prepared; timely return assignments; impart academic principles & case studies, and contemporary practices that will prepare you for your next SOM [graduate] class and/or job. To be knowledgeable and passionate about my experiences and the career of marketing. To inspire you to succeed at whatever you want.

**Course activities and daily processes:** Read assigned chapters and cases prior to attending class. For exams, you are responsible for all assigned chapters (whether covered in class or not), materials in the text, lectures, presentations, guest speakers’ comments, and in-class discussions. If there is a definition, concept or anything you do not understand, it is your responsibility to ask for clarification.
Exam Processes: You will take two closed-book, closed-notes exams in this course, approximately one hour each. Any use of electronic devices during testing times can be interpreted as a violation of the University Honor Code. These devices include cell phones, electronic translators, calculators, computers, and similar tools. Any student using such devices during an exam or any form of cheating during exams will result in a grade of zero for the test and will be referred to the Honor Council.

Exam make-ups: Consistent with University policy, only provable (i.e., documented) absences due to personal illness or family emergency constitute acceptable bases for missing exams. Preplanned weddings, vacations and deep discount airfares are not acceptable absences. There are no make-up tests or adjustments to satisfy the convenience of students who are enrolled in this class. No extra credit is offered to anyone. All students are graded with the same standard.

Prerequisites and Registration: Prerequisites for the course are sophomore standing and “C” or higher in MKTG 301, MKTG 312, and MKTG 351; senior status. Students are not officially added or dropped from a course section until the drop or add slip is processed by the Registrar. This course requires a minimum grade of “C” to satisfy SOM degree requirements, and students will not be permitted to make more than three attempts to achieve a C or higher in this course. If you have questions about this policy, please see an academic advisor in ENT 008.

Unforeseeable Circumstances: Due to unpredictable weather, there may be a day when I am unable to attend class. During such a rare case, check your GMU e-mail by noon the day of class. Assume that there will be a substitute or guest lecturer unless I inform you differently by e-mail. Please afford any guests the same courtesy that is expected when I am there. If delayed, I will get word to the office.

Disability: Students with disabilities that require special accommodation should contact the Office of Disability Services, and also inform me of your needs within the first two weeks of the semester.

Religion: Students who will miss class for religious reasons should inform me of their anticipated absences during the first two weeks of the semester.

Classroom Professionalism and Civility: Think about this class as a job interview—Would you arrive on time? Would you be prepared for the pertinent discussion? Would your cell phone be turned off? Would you be respectful with your verbal and non-verbal choices? If you use a laptop, iPad or similar device for taking notes, it is expected that you will be typing notes and not emailing or surfing the Web.

Teams: Some assignments may be conducted through group efforts. Teamwork is always a challenge. On one hand there are free riders and alternatively, there are domineering people who refuse to listen to the thoughts of others. Each member has the responsibility to make the team/class work. Like life, sometimes you have to lead and sometimes you have to follow—it’s important to know when.

Late Work: Written assignments may be delivered to the next class, with a 10% grade penalty. No assignments will be allowed beyond one class session past the original due date.

Honor Code: Students are expected to follow the Honor System and Code as presented in the University's publications. Assignments and exams that are determined to be in violation of University Honor Code with result in a grade of zero. Infractions or appeals may be referred to the Honor Council for resolution. Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

http://catalog.gmu.edu/content.php?catoid=15&navoid=1039 - Honor
Use of E-Mail: Consistent with federal privacy laws, I do not respond to non-GMU e-mail with confidential information. I respond only to yourID@gmu.edu e-mail and I do not open attachments (unless I specifically request an attachment). Use plain text only.

Cell Phones: Emergencies may require contacting you during class so cell phones and other electronic devices may be on but should be set to “vibrate” and then taken outside of the classroom to answer. These distractions during class should be kept to a minimum. If able, please turn phone off during class. And, of course, no use of phones during exams.

GRADED COMPONENTS

EXAMS
2 x 20% = 40%
There will be two exams throughout the semester. Each covers the textbook chapters assigned up to the point of that exam. So, the first exam will cover about the first half of the book, and the second exam will cover the second half. Though some chapters assigned may not be discussed in class, students are still responsible for the content. Questions from lectures, class discussions, multi-media shown, handouts, and guest speakers are also likely to be on the exams. Exams are closed-book, no notes; and multiple-choice and/or true-false questions—so bring a Scantron and pencils.

INTERVIEW WITH A MARKETER
15% Written Paper
“Learn from those who have gone before you.” “Don’t make the same mistakes.” “No need to re-invent the wheel.” All good reasons for you to select a current marketing practitioner and interview him/her in-person for 20-30 minutes. We will discuss possible questions in class. Students should identify potential target(s) immediately and schedule an appointment with them.

On the due date (see in syllabus), you should turn in a TWO-PAGE, typed (single-spaced, standard margins, stapled, and your name at the top of every page) paper. Page ONE must include your name, and the name of the interviewee, title, company, their contact phone number & e-mail, relationship to you, how contacted, how long interview took, and where & when conducted. This page should succinctly recap the interview, using quotes & paraphrases, and observances of surroundings, and the overall experience. Which “P” of the “marketing mix” is most important to their business? Page TWO should explain, “What you learned” from this person and how it will/may affect your feelings about marketing—such as: what you may want to do in marketing; their influence as to what types of companies for whom to work; whether this person is a good contact for future networking; confidence in your choice of marketing as a major and as a career.

This paper is NOT to be a transcript of questions and answers. It is to relate the conversation you had with the marketer. It should reflect how their answers may or may not impact your job or career plans. The questions you ask them should be ones that will also help clarify things for you. You may use quotes or paraphrase but all should be put into context of their current position and what you’ve learned from this experience. Be realistic but think big!

MARKETING AUDIT
15% Team Project
Marketing is not for the meek. You must be demonstrative if shy and persuasive if uncertain. Public speaking can be scary but it’s a necessary skill that you can learn and practice. Early in the semester, we will select teams of [approx.] 4-6 students. Each team will conduct a marketing audit in which to analyze a market leader and a market follower in the same industry/product category. Start thinking of companies/products that excite you and would make for good case comparisons. I reserve the right to approve all teams and product selections.
You are the marketers for the “follower” company. You are “Avis.” [If don’t understand…Google “Avis Car Rental” regarding their 1962 “We Try Harder” campaign]. You will apply course concepts and frameworks to understand why each firm occupies its market position, and recommend changes the follower [we] could/should make to improve its position. The class is your company’s Board of Directors. Present and convince us to approve your plan of action.

Each team will have 30 minutes to summarize the case (companies, histories, current status and marketing efforts, SWOT analyses, marketing mix, etc.). Demonstration of analysis to justify your recommendations for reaching anticipated goals is critical. Most of your time should be spent on recommendations to gain market share on the leader. The Board awaits your strategic plan. Will they support it? Fund it? Give you the green light to proceed?

Being a marketing senior, you should have at least basic [and hopefully, advanced] skills at creating a PowerPoint [or Prezi] presentation. This project requires that each team to present a PowerPoint of text & visuals, with which to educate the Board. Forward it to access from your email AND deliver it on a flash drive to be loaded on the classroom’s computer at your team’s presentation. “Technical difficulties” happen, so be prepared…the Board has flown in for this meeting and you don’t want to disappoint them.

There is no separate, written paper to be turned in BUT one set of “Handouts (6 slides per page)” of the PowerPoint slides should be printed out and turned in at the beginning of the presentation. Names of all team members should be listed on a slide near the beginning. No other visuals or tools are required.

Grading will be the same for all teammates UNLESS it’s obvious to me or made known by you that some members did a lot more or a lot less than others. The team must write and create the PowerPoint, and each member must present orally. Of the 15% (150 points), 100 will be based on the quality of the written & oral presentation, and 50 on the technical proficiency in creation and use of PowerPoint. TIP: We can all read the slides on the screen so don’t recite them verbatim.

Up to 30 minutes may seem long but without planning, scripting and rehearsal, you will run over—and the Board will be upset. All teammates should participate equally. Use or don’t use notes or podium—be stationary or move around. Be organized, insightful and convincing. Look out into the eyes of your audience, be passionate and speak confidently. Craft a story they can follow, accept and support.

RESUME

15%
You must market yourself before marketing for someone else. You should always have an updated resume because you never know when you’ll meet somebody requesting one or have an opportunity for which you will need one. There will be lectures, tips, and discussions in class to help you create or improve your resume. As a “Certified Professional Resume Writer,” I will guide you to present the Best of You. The final resume turned in on due date should be in a professional format and maximum of TWO PAGES. The resume will be worth 100 points and your written & oral (30 seconds) “Elevator Speech” will be worth 50 points. Show your brand!

CLASS PARTICIPATION

15%
Your in-class efforts will be evaluated by the instructor so don’t be shy. Marketing is about communicating. This class will be interactive and lecture. Written & oral communications are essential for a marketer to promote anything successfully, including yourself. Think creatively, plan strategically, present passionately, and have fun! Shared experiences, probing questions and respect for the opinions of others will make this a rewarding course for all. Your questions, answers and contributions during discussions will help distinguish you in my evaluation. If, by the end of the semester, I don’t recall your name because you haven’t participated, then you will have squandered the points available in this category.
SEMESTER GRADING SCALE:

Overall course grade will be based on:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam #1</td>
<td>200</td>
<td>(20%)</td>
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<tr>
<td>Exam #2</td>
<td>200</td>
<td>(20%)</td>
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<tr>
<td>Interview A Marketer Paper</td>
<td>150</td>
<td>(15%)</td>
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<td>Team Project: written &amp; oral presentation</td>
<td>100</td>
<td>(10%)</td>
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<td>: PowerPoint presentation</td>
<td>50</td>
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<td>Resume : written</td>
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<td>: Elevator speech</td>
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<tr>
<td>Class Participation</td>
<td>150</td>
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<td>TOTAL</td>
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Point scale for the above criteria and final grade:

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<tr>
<th>Grade</th>
<th>Course</th>
<th>200pts.</th>
<th>150pts.</th>
<th>100pts.</th>
<th>50pts.</th>
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<tr>
<td>A</td>
<td>90%-100%</td>
<td>180-200</td>
<td>135-150</td>
<td>90-100</td>
<td>45-50</td>
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<td>B</td>
<td>80%- 89%</td>
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<td>120-134</td>
<td>80- 89</td>
<td>40-44</td>
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<td>C</td>
<td>70%-79%</td>
<td>140-159</td>
<td>105-119</td>
<td>70- 79</td>
<td>35-39</td>
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<td>D</td>
<td>60%-69%</td>
<td>120-139</td>
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<td>60- 69</td>
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TIPS:

• For all written assignments: Yes, neatness counts. You are a university student and marketer. Presentation makes an impression. Be sure that all assignments turned in are typed (single-spaced, standard margins), stapled, and your name at the top of every page. Use a dictionary & style guide; turn on Spell Check: and review for proper spelling, grammar and punctuation.

• Guest lecturers may visit so be on time, pay attention, ask probing questions, and take advantage of their experiences.

• Start thinking about a SWOT analysis for everything in your life. When you’re stopped at a traffic light…what’s the SWOT for that store on the corner? You’re thinking about going out on a date…what’s the SWOT for deciding to go or not? You watch a TV commercial…what’s the SWOT for that product?

• Be aware of your world. Reading headlines on your browser’s home page aren’t enough and Jon Stewart’s perspective isn’t the full story. Watch cable news; listen to talk radio; read newspapers; know current events.

• Be aware of your “promotional” world. Watch TV commercials; scrutinize ads; go to movies; read magazines, websites and blogs. Apply teachings from class to messages you observe.

• Use what you learn in this course to promote yourself. You are the first product that you will market.
**SUMMER 2013**

**June 3**

**IN CLASS:** Introduction and overview of the course, syllabus and expectations. “Interview With a Marketer” tips

**AFTER CLASS:** Make sure you have the textbook

**June 5**

**BEFORE CLASS:** Read Chapter 1—Defining Marketing for the 21st Century
Read Chapter 2—Developing Marketing Strategies and Plans

**IN CLASS:** Discuss chapters
Questions for “Interviewing A Marketer” assignment

**June 10**

**BEFORE CLASS:** Read Chapter 3—Collecting Information and Forecasting Demand
Read Chapter 4—Creating Long-term Loyalty Relationships

**IN CLASS:** Set teams
Discuss chapters

**AFTER CLASS:** Volunteers bring in resume next week

**June 12**

**BEFORE CLASS:** Read Chapter 5—Analyzing Consumer Markets
Read Chapter 6—Analyzing Business Markets

**IN CLASS:** Set teams’ topics
Review resumes
Discuss chapters

*June 12: Last day to add/drop class with no tuition liability*

**June 17**

**BEFORE CLASS:** Read Chapter 7—Identifying Market Segments and Targets
Read Chapter 8—Creating Brand Equity

**IN CLASS:** Discuss chapters
Interview With A Marketer paper DUE

**June 19**

**BEFORE CLASS:** Read Chapter 9—Crafting the Brand Positioning and Competing Effectively
Read Chapter 10—Setting Product Strategy and Marketing Through the Life Cycle
Review class questions on chapters for Exam #1

**IN CLASS:** Discuss chapter
Job Interview tips, questions and role-playing

*June 19: Last day to drop class with 50% tuition liability*
<table>
<thead>
<tr>
<th>Date</th>
<th>BEFORE CLASS</th>
<th>IN CLASS:</th>
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<tbody>
<tr>
<td>June 24</td>
<td>Read Chapter 11—Designing and Managing Services</td>
<td>Resume tips &amp; critiques</td>
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<td>Read Chapter 12—Developing Pricing Strategies and Programs</td>
<td>Review chapters</td>
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<td>Exam #1 (on chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)</td>
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<tr>
<td>June 26</td>
<td>Read Chapter 13—Designing and Managing Integrated Marketing Channels</td>
<td>Resume tips &amp; critiques</td>
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<td>Review chapters</td>
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<td>Return &amp; review Exam #1</td>
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<td>July 1</td>
<td>Read Chapter 14—Managing Retailing, Wholesaling, and Logistics</td>
<td>Elevator Speech tips &amp; job interview techniques</td>
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<td>July 3</td>
<td>Read Chapter 16—Managing Mass Communications</td>
<td>Resume DUE</td>
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<td>Discuss chapter</td>
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<td>Guest Speaker—Helen Mitternight, Vanguard Communications</td>
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<td>July 8</td>
<td>Read Chapter 15—Designing and Managing Integrated Marketing Communications</td>
<td>Discuss chapter</td>
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<td>Team Project presentations DUE 1, 2, 3</td>
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<td>July 10</td>
<td>Read Chapter 17—Managing Personal Communications</td>
<td>Discuss chapter</td>
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<td>Team Project presentations DUE 4, 5, 6</td>
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<td>July 15</td>
<td>Read Chapter 18—Managing Marketing in the Global Economy</td>
<td>Elevator Speech written &amp; oral (memorized) DUE</td>
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<td>Discuss chapter</td>
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<td>Return Team Projects</td>
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July 17
BEFORE CLASS: Study for Exam #2

IN CLASS: Debrief/Review class
Return resumes & elevator speeches
Steven Covey’s “8 Habits of Highly-Effective People”
“9 Beliefs of Remarkably Successful People”
Job Interview role-play

July 22
IN CLASS: Exam #2 (on chapters 11, 12, 13, 14, 16, 15, 17, 18)

AFTER CLASS: Celebrate your accomplishments. Enjoy the rest of your summer!

ABOUT YOUR INSTRUCTOR

Ferris Kaplan has 30 years of senior marketing experience at large for-profit and nonprofit companies. He is currently a Specialist at the Apple Retail Store at Tysons Corner, and is also a business development consultant for D.C. companies.

Until mid 2011, he was the marketing and sponsorship director for Fair Oaks Mall in Fairfax, Virginia, for nearly 11 years. Fair Oaks is among the top 40 largest retail shopping centers in the nation, featuring five department stores and 190 specialty stores. He was in charge of all advertising, public relations, customer services, promotions, events, and the website.

After earning a bachelor’s degree in journalism and a master’s degree in broadcasting, both from the University of Southern California, Kaplan taught there for two years while working at the National Broadcasting Company.

Kaplan worked in Los Angeles as a network and studio executive, buying, selling and programming television series and movies. At The Walt Disney Company he was in charge of sales administration for the world’s largest home video company. Kaplan oversaw an office staff of 19 to process more than $600 million of video sales generated by a national network of 35 salespeople.

In 1992, The Humane Society of the United States hired (ask him how) and moved Kaplan to Washington, D.C., to establish their marketing department. After three years of licensing nationally distributed merchandise, he was hired by the American Red Cross to establish their business development and marketing department. His team created and promoted new courses and products for the 1,600 Red Cross chapters nationwide. His favorite creation was “Pet First Aid,” a book that has sold more than 250,000 copies.

Kaplan then worked as Group Senior Vice President for Strategic Planning for the American Advertising Federation, an association of the nation’s largest advertisers, advertising agencies and media.

He has been a panelist and workshop presenter for many organizations; is a Certified Professional Resume Writer; chair of Northern Virginia Community College’s Marketing Program Executive Board; on the Marketing Advisory Board for Fairfax County Public Schools; Kaplan has been an adjunct marketing professor at George Mason University since 2008; at Marymount University since 2011; and at Northern Virginia Community College since 2003. He writes a blog, “Marketing in the Real World” on his website http://ferriskaplan.com